

**Alaska Department of Education & Early Development
Assessment & Accountability Unit**

Training Practice Test

**Alternate Assessment - Mathematics
SCORING PROTOCOL**

Student Name: _____

Student Grade: _____

Alaska State Student ID: _____

District Student ID (optional): _____

District Name: _____

School Name: _____

Teacher Name: _____

Qualified Assessor Name: _____

Date Test Completed: _____

TRAINING PRACTICE TEST
PRACTICE TEST
GENERAL INSTRUCTIONS

Mathematics Permissible Accommodations Guidelines – Alaska Alternate Assessment

Follow the directions detailed in the Scoring Protocol for each item. Text printed in **bold** in the Scoring Protocol should be read as written to the student. Assessors may repeat the student prompt if needed.

Examples of Task Accommodation (Should be familiar to student, used in instruction):

- Enlarging the pictures, letters, or numerals for a student with limited vision
- Providing colored pictures, providing real objects, including real money, from the classroom
- Permitting students who do not use expressive communication to point to the answer choice or place the answer card in the proper place (as in the sequencing tasks)
- Printing or handwriting the student answer choices on larger cardstock in an increased font size
- Touching each word or item as the Assessor reads the word out loud to the student
- Allowing use of computer to type answer, except in tasks requiring numeral formation (writing)
- Allowing use of adaptive writing utensil, pencil grip, communication board or other adaptive tools

Examples of Task Modification (not allowed during test administration):

- Having students who are verbal participate in the pointing task as opposed to the naming task
- Naming the pictures (as a model) and having the student repeat what the Assessor says
- Substituting the task with numbers not on the original protocol
- Prompting the student with wording not consistent with the original bolded script
- Providing hints (like naming the number before or after)
- Guiding the student's hand in writing physically
- Using tracing lines
- Providing students with a smaller set of tasks

Administration: Make sure the Assessor:

- Places the proper series of cards one at a time in front of the student
- Removes cards already presented and places them face down, or masks items to limit distractions
- Allows student to make corrections, if the student requests
- Records each student response discreetly as it is provided
- Presents all cards in a task
- Maintains a neutral tone
- Prompts if there is a delay with no response

Scoring:

- In mathematics, transposed numbers (12 instead of 21) are scored as incorrect
- Reversed numbers (numerals written backward: 3 instead of 8) are scored as correct
- If a student writes an answer that does not align with the math problem, but does go with the question, score the answer as though it was written in line with the problem (e.g. when answers are crossed out and a new answer is written to the side)

Directions

1.34C - Count

Tell the student, “**Count to 5.**” If they cannot use expressive communication (speech, sign language, or communication device), cut out the first column (only numbers 1 through 5) of flashcards located in the student materials. Place the five flashcards directly in front of the student, in the order of: 2, 4, 3, 1, 5. Say, “**Put these numbers in order as if you were counting to 5.**” Record the student’s response in the scoring box.

This item is scored for correct number sequencing where the student will receive one point for each sequence:

Example: $^1^2^3^4^5^$ = 6 points
 $^1-3^4^5-2-$ = 3 points

1.34C - Count - Scoring

Notes

Item	Answer	Student Response	CNS
1	$^1^2^3^4^5^$		/6

TASK 1.56: NUMERATION - ADMINISTRATION, SCORING

Directions

1.56A - Read and Write Numbers

Present the student with the number cards located in the student materials one at a time. Choose whether assisted or unassisted is more appropriate for the student. Prompt the student to, **“Name each number as I show you the flashcard.”** Hand the student a pencil. Point to the space next to the number and say, **“Copy each number in the space next to the number.”** Prompt the student after a delay with no response. Record student responses and points in the scoring box.

Digits are scored for correct alignment within the ones, tens, and hundreds place value (ones are the furthest to the right, tens are one digit to the left of the ones, etc.). If the digits are written within the correct place value, then they are scored for the degree of correct formation.

Scoring:		Read Numbers	Write Numbers	
			Digits correct (correct alignment and correct, readable digit)	=2
Correctly identified number	=1		Digits partially correct (correct alignment and distorted, but readable digit)	=1
Incorrectly identified number	=0		Digits incorrect (incorrect alignment, illegible/incorrect digit)	=0

Note: If the student cannot respond using expressive communication (speech, sign language, or communication device), the question can be accommodated to ask the student to point to the correct answer. Ask the student to, **“Point to the number ____.”** The student may receive full credit for pointing to the correct answer.

1.56A - Read and Write Numbers - Scoring

Notes

Item	Question (Answer)	Student Response	Points
1	ID number (3)		/1
2	ID number (10)		/1
3	Copy number (10)		/2
4	ID number (23)		/1
5	Copy number (23)		/2

TASK 4.78: STATISTICS AND PROBABILITY - ADMINISTRATION

Directions

4.78 - Read Simple Graphs

Cut out the monkey and tiger bars located in the student materials. Present the student with the simple graph located in the student materials and the separate bars for monkey and tiger. Begin with, **“Here is a graph about students’ favorite animals. I’m going to ask you some questions about this graph.”**

Item 1: **“Which side of the graph represents the number of students?”** (Wait for response)

Item 2: **“Which side of the graph represents animals?”**

Next, point to the two bars from page 11 and ask,

Item 3: **“Which column is the monkey column?”**

Item 4: **“Place the monkey column on the graph in the correct place.”**

Item 5: **“Which column is the tiger column?”**

Item 6: **“Place the tiger column on the graph in the correct place.”**

Say, **“Now that we have made our graph, I’m going to ask you some questions.”** If the student has incorrectly placed the bars, correct the graph and continue with the questions.

Item 7: **“What animal is the favorite animal?”** (Wait for response) **“How many students like that animal?”**

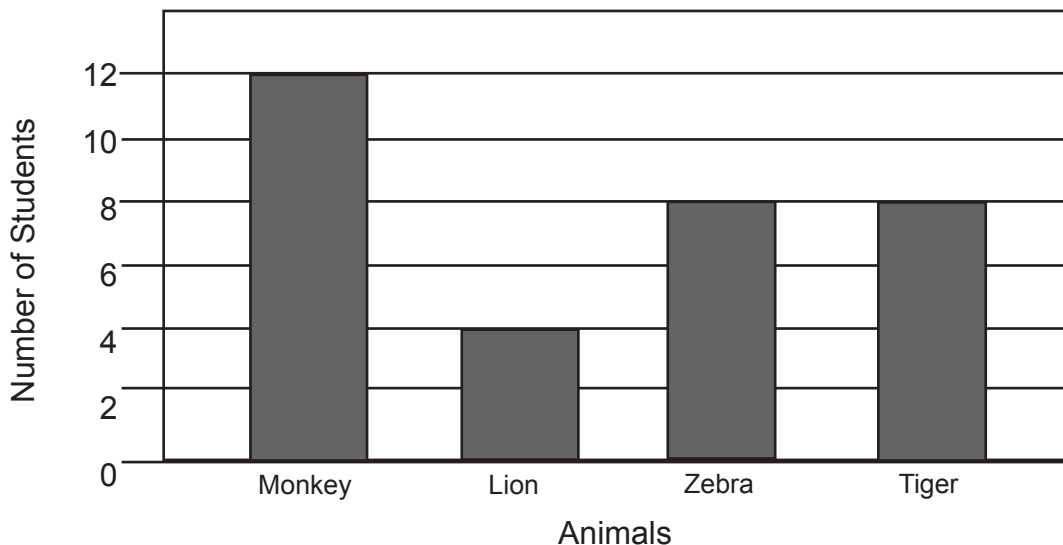
Item 8: **“Which is the least favorite animal?”** (Wait for response) **“How many students like that animal?”**

Item 9: **“Students like two animals equally (the same amount). What are those two animals?”**

Item 10: **“How many more students like zebras than lions?”**

Scoring:	Both correct answers	=2
	One correct answer	=1
	Incorrect response	=0

Favorite Animals



TASK 4.78: STATISTICS AND PROBABILITY - SCORING

4.78 - Read Simple Graphs - Scoring				Notes
Item	Question (Answer)	Student Response	Points	
1	ID # of students side		/1	
2	ID animals side		/1	
3	ID monkey column		/1	
4	Placement of monkey column		/1	
5	ID tiger column		/1	
6	Placement of tiger column		/1	
7	What animal is the favorite animal? How many students like it? (monkey; 12)		/2	
8	Which is the least favorite animal? How many students like it? (lion; 4)		/2	
9	Students like two animals equally. What are those two animals? (zebra and tiger)		/2	
10	How many more zebras than lions? (4)		/2	

Notes/Comments:

TASK 5.910: MEASUREMENT - ADMINISTRATION, SCORING

Directions

5.910A - Identify Units of Measurement

Present the student with the materials located in the student materials. Say while pointing to the calendar, **“Here is a calendar.”** Ask the student:

Item 1: **“Point to or say what month is on this calendar.”**

Item 2: **“How many days are on this calendar?”**

Item 3: **“What day of the week is the 12th?”**

Present the student with the materials located in the student materials. Tell the student,

Item 4: **“Here is a picture of seven lines. Which line is longer than line C?”**

Item 5: **“Which line is shorter than line A?”**

Item 6: **“Which line is the longest line?”**

The student may either verbally respond or point to the correct lines. Repeat the question if needed. Prompt the student after a delay with no response. Record the student response in the scoring box.

Next, present the student with the materials located in the student materials. Point to each of the clocks as you read to the student, **“Here are three clocks, 1, 2, and 3. Clock 1 shows 10:00 p.m. Clock 2 shows 12:00 noon. And clock 3 shows 7:00 a.m.”** Ask the student:

Item 7: **“Which clock shows the time of day you would eat lunch?”**

Item 8: **“Which clock shows the time of day you would get up for school in the morning?”**

Item 9: **“Which clock shows the time of day you would go to bed on a school night?”**

Scoring: All items are scored for correct or incorrect responses, no partial credit is given.

5.910A - Identify Units of Measurement - Scoring

Notes

Item	Question (Answer)	Student Response	Points
1	What month on the calendar? (July)		/1
2	Days on the calendar? (31)		/1
3	Day of week is the 12th? (Wednesday)		/1
4	Longer than line C? (line G)		/2
5	Line shorter than line A? (line D)		/1
6	Which line is longest? (line G)		/1
7	Time to eat lunch? (12:00 Noon)		/1
8	Get up for school? (7:00 AM)		/1
9	Time to go to bed? (10:00 PM)		/1